



# A STUDY OF ANXIETY AND EMOTIONAL INTELLIGENCE OF HIGH SCHOOL STUDENTS OF KHEDA DISTRICT

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## ABSTRACT

High school students are likely to face lots of problems and turmoil as they belong to the adolescence period which is characterized by "Storm and Stress". It is a developmental period that is filled with many challenges. In the current age of competitions, demands on secondary school students have increased tremendously. The developments around the world have brought newer job opportunities and aspirations in their lives. Today parents have high expectations from their children. They want them to grow academically, to prepare for future, to maintain family status and standards for attaining social acceptance and adjustment. This in turn, causes concern, tension, apprehensions, stress and strain. In the stressful situations, students are prone to feel nervousness, anxiety, frustrations etc. many students are finding difficult to cope up and are inclined to suffer from severe anxiety problems and may show behavioral disorders.

**KEY WORDS:** Anxiety, Emotional Intelligence.

## Introduction

Anxiety is a natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. All children experience anxiety as an alarm system that is activated whenever they perceive situation as dangerous, embarrassing or stressful, in these situations anxiety can help them to better manage the events, while low and controllable level of anxiety can be beneficial, high level of anxiety may negatively impact one's social and personal relationships, and cause physical and emotional problems. (Herrero, Sandi & Venero, 2006).

On the other hand, Emotional intelligence assumed as one of the separate way for recognizing the real feeling and applies it to make accurate decision in duration of learning process. This inner motivator focuses on moods and reactions in various conditions and manages them correctly (Randazzo et al., 2012). In reality, Emotional intelligence is one of the inner motivators that has association with students abilities and improves their learning. In model of Mayor and Solvay referred to the role of emotions as inner motivators. In this model explained about effective emotions on skills and changing them in various forms (Lopes et al., 2004; Tan & Waheed, 2011).

Emotional intelligence as a powerful inner factor that can growth or improve all facets of behavior and trends among individuals. In reality, emotional intelligence is kind of ability to assessing individuals trends and conduct them in various ways. These kinds of emotions have direct effect to individuals' skills for obtaining social and private performances. This internal factor determined kind of living, relation and learning (Lopes et al., 2004).

Emotional intelligence with all facets has different effect on behavior and options of individuals. Emotions focus on two sides of individuals' behavior and reactions in each level of their life. Based on the roles of emotions, considering to this internal factor and improve, could be so effective for controlling and conduct behaviors and performance. In some cases the presence of this factor is intangible. Furthermore, individuals faced with a lot of conflicts and abnormalities that should be manage correctly. In fact, knowing the emotional intelligence as main part of internal feeling supports individuals to recognizing various situations and selecting appropriate items in their life (Naidoo, 2000).

Emotions have effect full role in motivate of abilities of individuals and improve the process of learning in various fields, especially among student. These emotions refer to internal and external facets of individuals that assumed as inner factor and depend on individuals' personality. The amount and presence of emotions have different results among individuals and this fact drives from individuals' personality. The role of emotion based on learning can be increase or decrease amount of it, basically (Pekrun, Goetz, Titz, & Perry, 2002).

According to the role of emotions as an effective inner motivator, the studies referred that the emotions have strong link with positive and negative inner factors such as anxiety. Most of the time the presence of emotions has positive face and illustrate the amount of skills among individuals. If the emotions determined in incorrect way can negative factors same as anxiety decrease and control, considerably. In reality, this process motivates individuals for developing their ability in learning field. Because the presence of anxiety among student assumed as one of the main items in decreasing the amount of learning that with presence of emotions can be limited (Kamae, Weisani, Researchers, Club, & Branch, 2014; Karatas, Alci, & Aydin, 2013; Sajadi, Kiakojouri, & Hatami, 2012).

## Objectives

1. To find out the level of anxiety in high school students of Kheda district.
2. To find out the level of emotional intelligence in high school students of Kheda district.
3. To find out the effect of emotional intelligence on level of anxiety in high school students of Kheda district.

## Research Question

1. What is the level of anxiety in high school students of Kheda district?
2. What is the level of emotional intelligence in high school students of Kheda district?
3. What is the effect of emotional intelligence on level of anxiety in high school students of Kheda district?

## Area of Research

The present study based on anxiety and emotional intelligence. Thus, the area of research is Education & Psychology.

## Hypothesis

**Ho.1** The mean Anxiety score of high school students of Kheda district is not significantly different from norm mean anxiety score.

**Ho.2** The mean emotional intelligence score of high school students of Kheda district is not significantly different from norm mean emotional intelligence score.

**Ho.3** There is no any significant difference between the anxiety levels of students having high and low emotional intelligence.

## Population and Sample of the Study

The population of the study consists of Gujarat Secondary Education Board high school students of Kheda district. In this study 200 students were selected from 10 schools of Kheda district.

## Limitation of the Study

1. This research is conducted in Kheda district.
2. The students selected from high schools form Gujarat Secondary Education Board.
3. Only Gujarati Medium schools students were selected in this research.

## Research Method

The survey method used in this research.

## Tools

The following tools used to collect the necessary data for this research.

1. Sinha Anxiety Scale (1976)
2. Mangal Emotional Intelligence Inventory (MEII)

**Analysis And Interpretation of the Data**

**Ho.1 :** The mean Anxiety score of high school students of Kheda district is not significantly different from norm mean anxiety score.

**Table 1**  
**Comparison of mean scores of sample and norm's anxiety scores**

Variable		N	Mean	SD	t- Value	S / NS
Anxiety	Norm Mean	239	33.89	15.87	5.60	S
	Sample Mean	200	39.98	13.82		

The data analysis reveals that anxiety mean scores of high school students are significantly higher than norm mean scores of anxiety tool by Sinha. ( $t = 5.608$ ). Thus the hypothesis that the mean anxiety score of high school students of Kheda district is not significantly different from norm mean anxiety score is rejected.

**Ho.2:** The mean Emotional Intelligence score of high school students of Kheda district is not significantly different from norm mean anxiety score.

**Table 2**  
**Comparison of mean scores of sample and norm's mean emotional intelligence score.**

Variable		N	Mean	SD	t- Value	S / NS
Emotional Intelligence	Simple Mean	2300	69.00	11.00	12.85	S
	Norm Mean	200	60.05	17.50		

The mean score of emotional intelligence for students of high schools in Kheda district is significantly lower than the norm mean (being  $t = 12.85$ ). Thus, the hypothesis that the mean emotional intelligency score of high school students of Kheda district is not significantly different from the norm mean emotional intelligency score of the tool is rejected.

**Ho.3:** There is no any significant difference between anxiety levels of students giving high and low emotional intelligence.

As per the norms of Emotional intelligence tool, students having EQ more than 75 were classified in High EQ group and those having less than 60 EQ were categorized in low EQ group. The mean anxiety scores of both groups were compared using two tailed t-test.

**Table 3**  
**Comparison of mean anxiety scores of high and low emotional intelligence group**

Variable		N	Mean	SD	t- Value	S / NS
Anxiety	Norm Mean	47.419	5.21	174	51.51	S
	Sample Mean	85.31	8.93	328		

The t-value is significant at 0.05 level of significance ( $t = 51.51$ ). Thus, hypothesis is rejected and it can be said that emotional intelligency has a higher significant impact on decreased level of anxiety.

**Conclusion**

The study concludes for the Kheda district students of Gujarat Secondary Education Board high school that the mean E.Q. for students is significantly lower than the norms established by Emotional Intelligence inventory by Mangal and mean Anxiety score are significantly higher than the norms established by Anxiety scale by Sinha. Emotional intelligency has a significant effect in reducing anxiety.

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